

Mathematics 2002 Performance Definitions

Basic Level

*Students who scored at the “Basic” level demonstrated minimal evidence of their understanding of the **grade-level appropriate** mathematics content in the Michigan Curriculum Framework. Such evidence was exhibited by, but was not limited to, students:*

- Applying basic concepts, algorithms, properties, and procedures to solve simple, one-step problems presented in a real-world context.
- Using appropriate tools (such as tables, charts, graphs, compasses, protractors, and/or formulas) to obtain mathematical information.
- Generating minimal written responses to questions.
- Recognizing examples and applications of mathematical ideas.

Met Level

*Students who scored at the “Met” level consistently applied **grade-level appropriate**, integrated procedural knowledge and conceptual understanding to solve problems consistent with the mathematics content in the Michigan Curriculum Framework. Such evidence was exhibited by, but was not limited to, students:*

- Applying basic concepts, algorithms, properties, and procedures to solve multi-step, routine problems.
- Using appropriate tools (such as tables, charts, graphs, compasses, protractors, and/or formulas) to obtain and interpret mathematical information.
- Generating adequate written explanations that show solutions with supporting information.
- Generating examples and counterexamples of mathematical ideas.

Exceeded Level

*Students who scored at the “Exceeded” level demonstrated the **grade-level appropriate** ability to apply integrated procedural knowledge and conceptual understanding to complex and non-routine real-world problems that reflect the mathematical content in the Michigan Curriculum Framework. Such evidence was exhibited by, but was not limited to, students:*

- Applying concepts, algorithms, properties, and procedures to solve multi-step, nonroutine problems.
- Using appropriate tools (such as tables, charts, graphs, compasses, protractors, and/or formulas) to obtain, interpret and apply mathematical information to complex situations.
- Generating and justifying conclusions by providing accurate, concisely written responses to mathematical questions.
- Generalizing from examples, extending examples, and generating counter examples.